DOCUMENT RESUME

ED 268 747 EC 182 351

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TITLE Transition from High School to Post-Secondary Programs for Blind and Visually Impaired Adolescents.
PUB DATE Nov 85
NOTE 23p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Biloxi, MS, November 6-8, 1985).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Blindness; *Career Counseling; College Students; Community Colleges; Education Work Relationship; *Postsecondary Education; Program Development; *Services; State of the Art Reviews; *Transitional Programs; *Visual Impairments; Vocational Adjustment; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS Mississippi

ABSTRACT

The paper describes background and findings of a study of postsecondary educational programs and services for visually impaired persons in Mississippi. The study focuses on three topics: (1) the status of special adaptive programs in such areas as vocational-technical education, community college, junior college education, and 4-year college education; (2) adequate social and prevocational adjustment training; and (3) the relationship between vocational rehabilitation and special education services. Results showed that Mississippi postsecondary schools typically offer only the minimum support services required by Section 504 of the Vocational Rehabilitation Act of 1973. Those services generally consisted of personal counseling, vocational and career counseling, and vocational assessment. Barriers to successful postsecondary experiences were identified, including absence of adequate counseling services for students and their parents. Recommendations include revision of curricula toward vocational preparation and independent living skills training, increased vocational counselor position, and establishment of comprehensive vocational evaluation centers. (CL)

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Transition From High School To Post-Secondary Programs For Blind and Visually Impaired Adolescents

Presented at the Annual Conference
of the
Mid-South Educational Research Association

November 7, 1985

by

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"The Transition from High School to Post-Secondary Programs for Blind and Visually Impaired Adolescents" was a study of post-secondary education programs and services for the visually impaired to determine the need for and availability of adapted or special programs and services for visually impaired persons at the post-secondary level in vocational-technical occupations as well as in the professional fields. Vocational rehabilitation services provided for the visually impaired were also part of the study. The major areas that the study focused on were: a) blind and visually impaired adolescents and the need for, and availability of, special adaptive programs in areas such as vocational-technical education, community college, junior college education, and four-year college education, b) adequate social and pre-vocational adjustment training for this age group, and c) the current relationship between vocational rehabilitation and special education services with possibilities for expansion or articulation of vocational and educational services for this age group.

Background

The transition from high school to post-secondary educational programs represents more than a simple transfer from one school to another. The visually impaired student must also adjust, in many cases, to a very different and unsettling set of experiences in a short time. The student must meet new personal, social, and daily living skills, as well as intellectual and academic demands to be successfully integrated in this new setting.

Personal management, orientation and mobility, and counseling, as well as academic programming are some areas that help to determine the potential success of visually impaired students so that they may compete successfully in all facets of college life. This study included in its agenda an interest in such areas as orientation and mobility, communication skills, techniques of daily living and socialization skills, since these areas relate to post-secondary skills. Although developing proficiency in these areas should begin in early childhood, the lack of these non-academic skills can be disastrous for the college student who is visually impaired. Rehabilitaion counselors, school personnel, and students and

parents must recognize the importance of these areas. Academic success alone is not sufficient for the student with a visual impairment.

Post-Secondary Educational Programs Availiable to Visually Impaired Students

The citizens of Mississippi are served by twenty junior college districts that are strategically located on twenty-seven campuses throughout the state. Through these institutions post-secondary educational programs and services are within commuting distance of virtually every citizen.

The state of Mississippi is also served by eleven senior colleges and four degree-completion branch campuses of the state's three major universities. This network of public senior college campuses makes senior level post-secondary educational programs and services accessible to the state's population.

The curricula of these post-secondary institutions offer a comprehensive range of programs and services. Vocational-technical programs designed to prepare the student for immediate employment are available throughout the junior college system. Baccalaureate through doctor's degrees in the professions are available through the state's senior colleges. The first two years of academic preparation for a professional degree are available in the junior colleges as well as the senior level institutions.

As can be seen from the above description of the available public post-secondary institutions, the state of Mississippi provides adequate post-secondary educational programs and services to meet the needs of its average citizens. However, few junior or senior colleges in the state are presently offering adequate special services for the visually impaired college student.

A study of post-secondary education programs and services for the visually impaired was made to determine the need for and availability of adapted or special programs and services for visually impaired persons in the area of junior college and four-year college education. This study included education and training at the post-secondary level in vocational-technical occupations as well as in the professional fields. In analyzing the current status of post-secondary programs and services, the study included only in-state institutions. Vocational rehabilitation services provided for the visually impaired in Mississippi were also part of the study. From the findings several recommendations believed

necessary to provide the needed post-secondary programs and services for the visually impaired have been summarized at the end of this section.

This survey included all public and private universities and junior colleges in determining the special services provided for visually impaired students. The survey was made by telephone and by questionnaires. The results show that Mississippi post-secondary schools typically offer only the minimum services required by Section 504 of the Vocational Rehabilitation Act of 1973 related to support services for visually impaired college students. These support services generally consisted of personal counseling, vocational and career counseling, and vocational assessment. These support services were also found deficient by counselors of the Mississippi Vocational Rehabilitation for the Blind on their clients who were enrolled in post-secondary schools.

In summary, many barriers to students successfully attending post-secondary institutions were identified. Some of these were (1) the lack of available support services for visually impaired students in the state's public colleges and universities; (2) the absence of adequate counseling services, both for the visually impaired students and their parents; and (3) the deficiencies in academic and independent living skills that the visually impaired high school graduate has that can be partially overcome with the provision of adequate support services at the post-secondary institutions and through the rehabilitation agency. However, the prevention of these deficiencies beginning at a very early period in the educational developmental period must be the goal.

Recommendations

1. Public school elementary and secondary special education programs should revise their curricula toward vocational preparation and independent living skills training for visually impaired and other handicapped students.
2. Public school elementary and secondary special education and vocational education administrators, counselors, and instructors should receive in-service and pre-service training related to providing vocational training services for visually impaired and other handicapped students.

3. The Mississippi School for the Blind should fund a vocational counselor position to provide vocational and career counseling services.
4. The Mississippi School for the Blind should orient its elementary and secondary curriculum toward vocational preparation, to include vocational evaluation, vocational training, and career counseling.
5. Each junior and senior college should have a counseling/support service professional assigned to work with visually impaired and other handicapped individuals. Such an individual should have training and possess an understanding of disabled persons and support services. The responsibilities of such an individual should include the following:
   a. outreach and recruitment of visually impaired and handicapped students;
   b. consultation with instructors regarding adaptive instructional techniques;
   c. counseling with handicapped students; and
   d. coordination of services with Mississippi Vocational Rehabilitation for Blind and other appropriate agencies.
6. Vocational-technical schools, in cooperation with other appropriate agencies, should develop comprehensive vocational evaluation centers for handicapped and disadvantaged persons that may assist them and others with special needs in the selection of appropriate vocational programs. (Models provided by Georgia, Florida, and Minnesota are examples to follow.)
7. Each junior and senior college should provide training to counselors, academic transfer teachers, and vocational-technical instructors regarding disabilities and adaptive instructional techniques.
8. Universities, in cooperation with the Mississippi Rehabilitation Agency for the Blind, should develop a plan for improving accommodations and support services for visually impaired persons. The staff of the Mississippi Rehabilitation Center for the Blind should provide in-service training for coordinators of disabled student services.
9. Post-secondary schools should provide more specific assistance in developing job seeking skills and placement services for the handicapped students.
10. Counselors for the Mississippi Vocational Rehabilitation for the Blind (MVRB) should expand the agency's assistance to public schools, junior

colleges, and university counselors and instructors regarding support services, instructional adaptations, and counseling services.

11. MVRB counselors should insure that a comprehensive assessment of a student's skills and needs occurs prior to entrance into vocational-technical training, junior colleges, or universities.
12. MVRB counselors should expand the agency's use of data gathered from surveys to assist in sensitizing counselors to needs and potential problems of visually impaired persons in junior college, vocational-technical schools, and unviersities.
13. MVRB, in cooperation with vocational education, should fund a position for a consultant to work statewide with vocational-technical instructors to develop instructional adaptations in various programs.
14. To enhance the transition of older visually impaired children to the world of work, facilities in the state (to the extent possible) should begin to relate to the children at age fourteen. MVRB counselors should systematically work with visually impaired students and their educators beginning as early as the Vocational Rehabilitation Act permits.
15. Long-range career development plans should be developed using Mississippi Rehabilitation Center for the Blind, Royal Maid and other facilities that have summer programs.
16. The Mississippi Rehabilitation Center for the Blind should maintain its present services and expand vocational training offered by the Center.
17. The Mississippi Industries for the Blind should expand its program to include the following:
    a. developing a work adjustment program;
    b. providing additional support and social services such as child care;
    c. developing a position for employee relations to improve administration and employee relationships; and
    d. providing more training in production and identification and training of potential supervisors.
18. The Regional Rehabilitation Center, Royal Maid Association for the Blind, and the Ellisville Center for the Multihandicapped Blind should continue to support their programs and services.

19. The Mississippi School for the Blind and Royal Maid Association for the Blind should develop a cooperative work study program.

Appendix A

Post-Secondary Services for Visually Impaired Students

Questionnaires and Responses

From

Senior Colleges,
Junior Colleges, and
Rehabilitation Counselors for the Blind

POST-SECONDARY SERVICES FOR
VISUALLY HANDICAPPED STUDENTS
STATE SURVEY

Name: _____ Date: _____

Position: _____

School: _____

Address: _____

Phone: _____

- -

Directions:
This survey is intended to gather information concerning support services in colleges and universities in Mississippi for visually impaired students. Your assistance in providing this information is appreciated.

A. Needs and problems for visually impaired? What do you see as the most prevalent needs and problems encountered by visually impaired students?

_____

_____

_____

_____

B. Numbers of visually impaired.
Please indicate below the number of handicapped students by program areas:

Program	Blind	Partially Sighted
1. Undergraduate program (indicate type) a. b. c. d. e. f. g. h.		
2. Graduate program (indicate type) a. b. c. d.		
TOTAL		

C. Accomodations and support services

1. Is a member of your staff assigned responsibilities for assisting visually impaired and other handicapped students?

☐ Yes ☐ No

If so, who? Name: _____

Address: _____

Phone: _____

2. Please indicate below the types of support services provided for visually impaired and other disabled students. Provide additional appropriate comments.

☐ Outreach: A specific effort to locate and recruit appropriate visually handicapped students.
Comments: _____

_____

☐ Personal counseling. Comments: _____

_____

☐ Vocational and career counseling. Comments: _____

_____

☐ Visually impaired persons. Comments: _____

_____

☐ Vocational assessment. Vocational testing that will assist in matching handicapped students with appropriate training.

_____

_____

_____

☐ Adaptive aids. Availability of assistive devices that may help students succeed in school. Check those that are available.

- ☐ Closed-circuit television magnifiers for partially sighted (such as Visualtek, Apollo, etc.)
- ☐ Micro computers with speech synthesizers
- ☐ Large print micro computers
- ☐ Assistance in obtaining braille or taped textbooks and other classroom materials.
- ☐ Consultation concerning use of adaptive aids

_____

_____

_____

☐ Consultation with instructors concerning appropriate adapted instructional and testing procedures. e.g. consultation with science instructors in methods and materials useful for teaching blind students science.
Comments: _____

_____

_____

Do you believe that accomodations and support services listed above need to be improved for visually impaired persons?

☐ Yes ☐ No

If so circle boxes above of those most needed.

D. Staff Training

1. What do you see as major problems encountered by instructors in dealing with visually impaired students? _____

_____

_____

_____

2. Do administrative staff, counselors, and instructors need additional training in accomodating visually handicapped persons?

☐ Yes ☐ No

3. Indicate below greatest training needs related to visually impaired persons.

☐ Information about visual impairment

☐ Information about other handicapping conditions

☐ Adapting instruction for visually handicapped students

☐ Adaptive aids and devices for visually impaired

☐ Career and vocational counseling with visually handicapped students

☐ Personal counseling with visually handicapped students

☐ Information about Mississippi Vocational Rehabilitation for the Blind and other agencies that assist visually impaired persons.

☐ Other: _____

Comments: _____

_____

_____

☐ Orientation and Mobility Training (Services to help visually impaired learn their way around campus and community independently). Comments: _____

_____

☐ Readers for blind. Available through ☐ Lion Clubs ☐ Other community organizations. Specify: _____

_____

☐ Support services

- ☐ Tutoring: _____
- ☐ Test taking: _____
- ☐ Financial aid: _____
- ☐ Student organization for visually impaired and other handicapped students. _____
- ☐ Transportation assistance: (eg. special college van, Pilot Club, etc.) Specify: _____

  _____
- ☐ Volunteer organizations assisting with visually impaired. Name organizations and describe services provided.

Organization	Services
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

☐ Accessibility: to what degree is the school accessible to various handicapped students. Comments: _____

_____

POST SECONDARY SERVICES FOR
VISUALLY HANDICAPPED STUDENTS
SENIOR COLLEGE

The following eleven senior colleges in Mississippi completed the questionnaire "Post Secondary Services For Visually Handicapped Students":

Belhaven College
Blue Mountain College
Delta State University
Jackson State University
Millsaps College
Mississippi College
Mississippi State University
Mississippi University for Women
University of Mississippi
University of Southern Mississippi
William Carey College

A. The most prevalent needs and problems of visually impaired students:

Reader Services (4)
Textbooks (3)
Testing and Exams (3)
Mobility and Transportation (2)
Orientation to Physical Environment (2)
Notetaking (2)
Tutors (1)
Resource Materials (1)
Independent Living Skills (1)
Finding Substitutes for Laboratory and Physical Education Classes (1)

B. Numbers of visually impaired students by program areas:

1. Undergraduate programs

	Blind	Partially Sighted
Social Work	2	
Business		1
Special Education	2	1
Elementary Education	1	
Computer Science		1
Mass Communication	1	
Home Economices	1	
Psychology		1
Sociology		1
Social and Rehabilitation Services	2	2
Music	1	
Accounting		1
Computer Science		1
Nursing		1
Liberal Arts		2
Physical Education		1
Not specified	2	

B. Numbers of visually impaired students by program areas continued:

2. Graduate program

	Blind	Partially Sighted
Counselor Ed. (Doctoral)	1	
Psychology (Masters)	1	
Early Childhood Education	1	

C. Accomodations and support services:

1. Is a member of staff assigned responsibility for assisting visually impaired and other handicapped students?
Yes - 5 No - 7

2. Types of support services provided through the college for visually impaired and other disabled students:

Personal Counseling (11)
Vocational and Career Counseling (8)
Vocational Assessment (5)
Visually Impaired Persons (3)
Outreach (3)

Adaptive aids available to help visually impaired students:

Assistance in obtaining braille or taped textbooks and other classroom materials (9)
Consultation with instructors concerning appropriate adapted instructional and testing procedures (6)
Consultation concerning use of adaptive aids (5)
Closed circuit television magnifiers for partially sighted (such as Visualtek, Apollo, etc.) (3)
Large print micro computers (2)
Micro computers with speech synthesizers (1)

Do the accomodations and support services listed above need to be improved for visually impaired persons?
Yes - 8 No - 2

D. Staff Training:

1. Major problems encountered by instructors in dealing with visually impaired students:

Instructors unaware of needs of visually impaired students (3)
Adapting audio/visual lecture presentations
Personnel seminar on attitude and approach to visually impaired
Additional amount of time required
Testing
Writing on the board
Advising students on substitutes for physical education and laboratory courses

2. Do administrative staff, counselors, and instructors need additional training in accomodating visually handicapped persons?
Yes - 8 No - 2

D. Staff Training continued:

3. Greatest staff training need related to visually impaired persons were:

Adapting instruction for visually handicapped students (10)
Information about visual impairments (7)
Adaptive aids and devices for visually impaired (7)
Information about Mississippi Vocational Rehabilitation for Blind and other agencies that assist visually impaired (9)
Readers for the Blind (8)
Information about other handicapping conditions (4)
Career and vocational counseling with visually handicapped students (4)
Personal counseling with visually handicapped students (3)
Orientation and Mobility Training (3)

Support services needed:

Tutoring (7)
Test taking (8)
Financial aid (4)
Student organizations for visually impaired and other handicapped students (3)
Transportation assistance (2)

Volunteer organizations assisting with visually impaired:

Organization	Services
Delta Gamma Sorority	Readers (UM & USM)
Junior Auxiliary	Reader Services
Lions Club	Glasses
Compass Club	Readers and Writers

Accessibility: the degree to which college is accessible to various handicapped students:

Number of colleges reported to be accessible to handicapped students - 9
One college reported minimally accessible because of lack of elevators - 1

POST SECONDARY SERVICES FOR
VISUALLY HANDICAPPED STUDENTS
JUNIOR COLLEGE

The following junior colleges in Mississippi completed the questionnaire "Post Secondary Services For Visually Handicapped Students":

Clark College
Coahoma Junior College
Copiah-Lincoln Junior College
East Central Junior College
East Mississippi Junior College
Hinds Junior College
Holmes Junior College
Itawamba Junior College
Jones County Junior College
Mary Holmes College
Meridian Junior College
Mississippi Delta Junior College
Mississippi Gulf Coast Junior College
Natchez College
Northeast Mississippi Junior College
Northwest Mississippi Junior College
Prentiss Institute
Pearl River Junior College
Southwest Mississippi Junior College
Wood Junior College

A. The most prevalent needs and problems of visually impaired students:

Special Materials and Equipment (4)
Academic and Vocational Counseling (4)
Staff Training (3)
Tutors (3)
Cannot see the Board (2)
Travel on Campus (1)
Financial Support (1)
Mainstreaming (1)

B. Numbers of visually impaired students by program areas:

	Blind	Partially Sighted
1. Adult Education	0	0
2. Transfer academic program	5	5
3. Vocational program (one year)		
Types:		
Data Processing		1
Automotive Machinist		1
Automotive Mechanic		1
Plumbing	1	
Secretarial		1
4. Vocational-Technical program (two year)		
Type:		
Pre-Nursing		1

C. Accomodations and support services:

1. Is a member of staff assigned responsibility for assisting visually impaired and other handicapped students?
Yes - 6 No - 9

C. Accomodations and support services continued:

2. Types of support services provided through the college for visually impaired and other handicapped students:

Personal Counseling (12)
Vocational and Career Counseling (11)
Visually Impaired Persons (5)
Outreach (4)
Vocational Assessment (3)

Adaptive aids available to help visually impaired students:

Assistance in obtaining braille or taped textbooks and other classroom materials (9)
Consultation with instructors concerning appropriate adapted instructional and testing procedures (8)
Consultation concerning use of adaptive aids (5)
Closed circuit television magnifiers for partially sighted (such as Visualtek, Apollo, etc.) (2)
Large print micro computers (1)
Micro computers with speech synthesizers (0)

Do the accomodations and support services listed above need to be improved for visually impaired persons?
Yes - 6 No - 5

D. Staff Training:

1. Major problems encountered by instructors in dealing with visually impaired students:

Instructors unaware of needs of visually impaired students (6)
Lack of appropriate equipment (4)
Ability to see the board and demonstrations (3)
Additional amount of time required (2)
Identification of students with visual problems (1)
Ability to relate to handicapped students (1)
Varying degrees of visual handicaps (1)

2. Do administrative staff, counselors, and instructors need additional training in accomodating visually handicapped persons?
Yes - 13 No - 2

3. Greatest staff training need related to visually impaired persons were:

Adapting instruction for visually handicapped students (14)
Information about Mississippi Vocational Rehabilitation for Blind and other agencies that assist visually impaired (12)
Adaptive aids and devices for visually impaired (11)
Information about visual impairments (10)
Readers for the Blind (6)
Orientation and Mobility Training (6)
Information about other handicapping conditions (5)
Career and vocational counseling with visually handicapped students (4)
Personal counseling with visually handicapped students (2)

D. Staff Training continued

Support services needed:

Tutoring (10)
Financial Aid (10)
Test Taking (6)
Transportation assistance (2)
Student organizations for visually impaired and other handicapped students (0)

Volunteer organizations assisting with visually impaired:

Organization	Service
Lions Club	Glasses

Accessibility: the degree to which the college is accessible to various handicapped students:

Number of colleges reported to be accessible to handicapped students - 14

MISSISSIPPI VOCATIONAL REHABILITATION FOR THE BLIND SURVEY
OF
VISUALLY HANDICAPPED CLIENTS AGES: 16-24

Every counselor of the Mississippi Vocational Rehabilitation for the Blind completed the survey on the transition from school to work for visually impaired clients between the ages of 16-24. A statistical analysis of the counselors responses were tabulated and are summarized as follows:

A. Visually Impaired Adolescents and Young Adults:

1. There are 219 visually impaired persons ages 16-24 on the case load of the Mississippi Vocaltional Rehabilitation for the Blind Agency.

2. There are:
12 in public schools
13 in the Mississippi School for the Blind
1 in a public school vocational education program

3. Number of visually impaired students by program areas - Junior Colleges:

Program	No. of Students
Computer Programming	1
Business	1
Academic Transfer	9
Voch-Tech	2
Micro Computer Service	1
Marketing	1
Accounting	2
Science Education	1
Music	1
Business Administration	1
Child Care Development	1
Communications	1
Clerical	1
Respiratory Therapy	1
Cosmotology	1
Building Trades	1
Business	1

4. Number of visually impaired students by program areas - Senior Colleges

Program	No. of Students
Corrective Therapy	1
Occupational Therapy	1
Data Processing	1
Vocational Counseling	1
English	1
Psychology	1
Social Work	3
Secondary Education	1
Physical Education and Recreation	2
Accounting	4
Marketing/Business	1

Continued

4. Number of visually impaired students by program areas continued -

Program	No. of Students
Sociology	1
Nursing	1
Human Services	1
Special Education	2
Law	2
Education	2
Music Education	2
Business Administration	3
Foreign Language	1
Computer Science	1

B. Support Services and Recommendations:

1. Major needs concerning transition from public schools to work - counselors responses:

a. Needs reported by counselors for both public schools and the Mississippi School for the Blind:
-lacks transferable work skills
-help students understand what work is and what is expected by an employer
-lack of vocational training
-students leaving high school have no vocational direction and are unprepared with the skills necessary to secure suitable employment
-need for interviewing skills, special assistance in determining vocational choice
-job modification and related adjustment needs
-personal adjustment skills
-lacks posititve attitude toward self
-better teaching of academics, very few clients could go into "white collar" jobs
-lacks skills in filling out a job application, little job interview skills, and knowledge on how to find a job

b. Needs specific to public schools:
-lack of knowledge of aids and appliances and services to which they are entitled
-need for experience (job training), responsibility, pride in working, job seeking techniques, interviewing skills realistic occupational goals
-public schools do not train visually impaired for a job
-help students know and understand the limitations and weaknessess imposed by visual handicaps
-desire to achieve in academic skills needed for independent living
-teachers do not seem knowledgeable regarding aids, funding, etc.
-needs work evaluation and training related to job skills

B. Support Services and Recommendations continued:

c. Needs specific to Mississippi School for the Blind:
-lack of independence, responsibility, work ethics and values
-inadequate mobility, independent living skills
-better academic skills
-self pride in wanting to work, self motivation, more and greater emphasis should be placed on responsibility
-good vocational counseling to help students with realistic vocational goals
-encouragement of students to go to Addie McBryde Adjustment Center
-more academic training
-students seem to always be academically behind students graduating from public schools

d. Recommendations reported by counselors for both public schools and the Mississippi School for the Blind concerning transition from school to work:
-placement counselors for the handicapped needed in public schools
-more career guidance counselors with an emphasis on vocational evaluation and aptitude
-more vocational oriented classes
-more courses providing practical experience
-evaluation methods in school to help students learn to compensate with loss of vision
-summer work plus 1/2 day on the job last two years of school
-set standards of performance for advancement and recognize students and teachers for their achievements
-realistic work evaluation and training techniques more suitable for students needs and interests
-provide information to teachers re problems of visually impaired students in obtaining employment, aids, funding, etc.
-add public school teachers for visually impaired
-add job readiness classes, mock job interviews
-more communication between vocational rehabilitation counselors and school counselors
-require vocational program for non-college bound students
-educational programs initiated in elementary school re independence, responsibility, work ethics and values
-set up co-operative work programs with local business

2. Major needs concerning college training - counselors responses:

a. Needs reported by counselors for Universities and Junior Colleges:
-job placement counseling and services
-awareness of the problems of visually impaired students
-more accomodating to the needs of visually impaired students
-lack of equipment and orientation of instructors to the problems of visually handicapped students
-lack of instructors
-students unprepared to work
-lack of knowledge of these colleges of the abilities and limitation of the visually impaired

Continued

a. Needs reported by counselors for Universities and Junior Colleges continued:
-help establish suitable majors
-students need to learn techniques of mobility, note taking, etc.
-colleges should assign counselors to deal with handiapped students
-teachers are unaware of special needs of visually impaired students
-more specific job oriented curriculum with placement responsibilities

b. Needs related to training specific to Universities:
-career planning with the students
-more practical application and less theory
-students need basics before attending college
-specialized courses leading to competitive employment
-counseling to assist students to make realistic vocational goals
-training regarding world of work and job seeking skills
-more individualized instruction

c. Needs related to training specific to Junior Colleges:
-training and help in job placement
-study materials, texts that can be utilized by students prior to beginning of classes
-more equipment and training to the individual instructors

d. Recommendations to meet major needs reported by counselors for both Universities and Junior Colleges:
-cooperation and communication between school, students and vocational counselors
-create job placement service departments
-counselors on-campus assigned to deal exclusively with handicapped students
-pre-college courses re mobility, note taking etc.
-assign a rehabilitation counselor for the blind work closely with schools with visually handicapped students
-educate college staff re needs of visually handicapped students

Recommendations specific to Universities:
-meeting of university staff and rehabilitation for the blind staff
-achieve minimum level of academic skills before sending to college
-committee review campus grants, etc., re barriers in facilities
-hiring successful ex-students to work with students

Recommendations specific to Junior Colleges:
-work with special education program developers more clearly identifying students with special needs
-curriculum should be job specific with degree of excellence
-obtain special equipment and hold orientation sessions for instructors
-organize handicapped student organizations